

# CHAPTER I

## INTRODUCTION

### **1.1. The Background of the Study**

Language is quintessentially human because we use spoken language everyday face-to face, as a means of communication, and written language allows us to record and hold on to our history across generations (Clark, 2003 :1). There are four skills of language, they are, listening, speaking, reading and writing which are divided into two functions, language input or receptive skills (listening and reading) and language output or productive skills (speaking and writing).

Brown (2001) describes that writing is a process of putting ideas down on paper to transform thoughts into words, to sharpen main ideas, and give structure and coherent organization. While Nattingeret al (1997:82) defines that writing is a social event that affected by the social roles and used to communicate. It means writing can be a tool for the writer to express the feeling and idea in written form.

As speaking and writing are productive skills, Cambourne in Knapp and Watkins (2005) states that there is a view that learning to speak and learning to write are identical processes. But, actually, according to Painter (1991), learning to speak is seen to be entirely natural – children acquire speech simply through immersion – a view that overlooks the immense teaching role played by parents and siblings. Writing, so it follows in this view, can be acquired through a similar process of immersion in the written word. While, Halliday (1985) states that speech and writing have a fundamentally different organisation in structure, grammar, function and purpose. He adds that learning to write is a difficult and

complex series of processes that require a range of explicit teaching methodologies throughout all the stages of learning.

Speech and writing are both forms of communication that use the language as the medium, but they do so quite differently. Although it is usual to think that they are simply different aspects of the same thing; however, writing is far more than speech transcribed. Writing product is a visual form while the speaking product is exist in sound. It makes the writing product is exists in time while speaking less so.

According to Knapp and Watkins (2005), speech is first and foremost a time-based medium. Most of speech are interactions between people, in time: exchanging information or sequencing their descriptions of events and/or action or can be described as temporal, immediate, and sequential. On the other hand, writing is an inscription. It takes language out of the constraints and immediacy of time and arranges it hierarchically. The basic differences cause when teaching students to write in English, it is important for the teacher and the student to have a basic understanding of how English operates and functions as writing and the ways in which writing is substantially different from speech.

According to Swales (1990:58), genre, is a class of communicative events, the members of which share some set of communicative purposes. Genre consists of two main parts; they are generic structure and lexicogrammar. The generic structures of a text recur or repeated to achieve the same communicative purpose, therefore the generic structure is static (Swales: 2004). Meanwhile, lexicogrammar may change from one text to another in its attempt to achieve the

communicative purpose. These changes depend on the writer, context and situation; therefore, in the use of lexicogrammar, the genre is dynamic. The dynamicity of genre depends on writer's style communicative need of cultural social context (Bhatia, 2014:27).

Language are not all cut from the identical pattern, and this makes a difference in acquisition. It can be defined that every human has different language development (Clark, 2003: 3). In this research, this theory is the preeliminary theory. It is assumed that the difference is caused by two factors, they are, the Piaget's theory of cognitive development stages which describe that there is different language development stages which are arranged based on the students' age. Knowing the rules of writing includes being aware of linguistic features and having some understanding of genre also become one of the factors to communicate successfully in writing (Harmer, 2007:30).

## **1.2. The Problems of the Study**

Related to the background of the study above, the problems of the study are formulated as follows:

1. What lexicogrammar and text structure are used by the Junior High School students in their writing?
2. Why do the Junior High School students use the lexicogrammar and text structure in the descriptive text they way they do?

### **1.3. The Objectives of the Study**

Based on the problems of the study, the objectives of this study are arranged as follows:

1. to describe what lexicogrammar and text structure used by the students in their writing
2. to describe the reasons why the Junior High School students use lexicogrammar and text structure in the descriptive text.

### **1.4. The Scope of the Study**

There are four basic language skills, they are listening, speaking, reading and writing. Genre of writing includes narrative, recount, expository, argumentative, discussion and descriptive. This research is limited only on describing text structure and lexicogrammar of descriptive text written by the students of Junior High School

### **1.5. The Significances of the Study**

Theoretically, the research findings will contribute to the theory of English as a foreign language. The findings will be expected to weaken, strengthen, or modify the theory saying that age actor is one of the main determinants of language development on writing text structure and lexicogrammar in descriptive text.

Practically, the findings of this study will be significant for English teachers in their attempts to teach writing to the junior high school students.